

Unit overview

Key Competences and Key Learning Outcomes



- Identify and name water sports equipment (Lesson 1)
- Say the vocabulary chant (Lesson 1)
- Understand and act out a conversation (Lesson 2)
- Talk and write about future plans (Lesson 2)
- Follow, complete and correct the grammar tables (Lessons 2 and 4)
- Learn adverbs of manner (Lesson 4)
- Learn simple time sequencers for ordering information (Lesson 7)



- Use a code to read a message (Lesson 3)



- Use the Pupil's App on Navio



- Say a tongue twister, learn another spelling for the 'k' sound and practise spelling (Lesson 5)
- Practise activity types found in the Cambridge exams
- Review your own learning (Review lesson)



- Understand the importance of listening to other people's ideas (Lesson 3)



- Work with a Talk Partner to practise and reinforce learning (all lessons)
- Do a questionnaire in pairs and report on it (Lesson 5)



- Sing two songs (Lessons 1 and 4)
- Understand and act out a story (Lesson 3)
- Read and evaluate a letter (Lesson 6)
- Write a letter (Lesson 7)
- Learn about New Zealand (Lesson 8)
- Think about your own culture (Lesson 8)

Vocabulary

Core vocabulary

flippers, gloves, helmet, kayak, life jacket, mask, paddle, snorkel, surfboard, swimsuit, water-skis, wetsuit; badly, fast, loudly, quickly, quietly, slowly, well

Extension vocabulary (optional)

fishing rod, goggles, jet ski, oars, rope, sailing boat; carefully, dangerously, happily, sadly

Other vocabulary

adventure / sports camp, archery, bungee jumping, extreme sport, forest, horse riding, kayaking, lake, leaflet, letter, mountain biking, rafting, rock climbing, sand surfing, windsurfing, zorbing

Recycled vocabulary

baseball, cycle, dance, go swimming, gymnastics, hockey, play football, ride a horse, rollerblade, sailing, sing, skate, snorkelling, swim, tennis, volleyball, walk, watch TV; adventure, air, beach, camp, faster, hill, lie down, mountains, river, rock, sea animals

Structures

Core structures

I am / I'm not going to (play football tomorrow). He is / isn't going to (go swimming). They are / aren't going to (watch TV). Are you going to (play football)? Yes, I am. No, I'm not. What are you going to do (on Saturday)? I (play chess) (well). He (dances) (badly).

Other structures

Dear (Grandma), First / Next / Finally, (I'm going to) (go horse riding). See you (soon). Love, (Laura). Which (sport) can you do (in the air)? If you like (travelling fast), (sand surfing) is (the sport for you).

Recycled structures

I'm wearing (a wetsuit). I'm ready to (snorkel). What about you? Are you (ready to snorkel)? He's wearing (gloves). She's got (water-skis). She's ready to (water-ski). You must (run fast). Good idea. Why don't you (play football)? Do you like (adventure)?

Phonics

The 'k' sound (*black monkey kayaks quickly lake*)

Literacy

Text type: a letter (writing preparation)

Reading skills: sequencing parts of a text

Writing skills: using time sequencers 'First', 'Next', 'Finally'

Culture ... around the world

Extreme sports in New Zealand

21st Century Skills

Staying safe when doing sports.



Thinking skills

Applying rules (Lessons 2 and 4); Predicting (Lessons 3 and 8); Discussing values (Lesson 3); Expressing opinions (Lesson 3); Sequencing (Lesson 6); Thinking about your culture (Lesson 8); Making connections (Review)



Cooperative learning

Working together (Lesson 1); Team building (Lesson 2); Collaborating (Lesson 4); Checking learning (Lesson 5); Sharing information (Lesson 5); Peer evaluation and feedback (Lesson 7); Working together (Review)

Values

Understanding the importance of listening to other people's ideas

Cross-curricular links

Link to Science

Water and air on Earth: Identifying where we find water

Suggested Arts and Crafts concepts

Exploring three-dimensional geometric shapes and constructing a cylindrical Japanese carp kite

6 Lesson 1

Key Competences and Key Learning Outcomes

- Identify and name water sports equipment
- Say the vocabulary chant
- Identify other sources of water on Earth (optional)
- Review and classify sports
- Play a game with a recycled structure
- Sing a song

Key language

- flippers, gloves, helmet, kayak, life jacket, mask, paddle, snorkel, surfboard, swimsuit, water-skis, wetsuit
- I'm wearing (a wetsuit). I'm ready to (snorkel). What about you? Are you ready to (snorkel)? He's wearing (gloves). She's got (water-skis). She's ready to (water-ski).
- Extension: fishing rod, goggles, jet ski, oars, rope, sailing boat
- Recycled: cycled, dance, go swimming, gymnastics, hockey, play football, ride a horse, rollerblade, sailing, sing, snorkelling, swim, tennis, volleyball, walk.

Materials

- Pupil's Book p60; Activity Book p58; Class CD3; Teacher's Presentaton Kit
- Teacher's Resource Bank: Water sports equipment flashcards; water sports equipment word cards
- Teacher's Resource Bank: Talk cards

Optional materials

- Teacher's Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review sports vocabulary.
- Set learning outcomes and use the talk cards.

Activity 1

- What water sports do you know?
- Make a list.
- What equipment do you need?

Vocabulary presentation

- Present the new vocabulary using the water sports equipment flashcards.

Word cards

- Introduce the spellings of the vocabulary using the water sports equipment word cards.

Activity 2

- Listen, point and say the vocabulary chant.
- CD3 Track 6 p251

Pupil's Book

Unit 6 Sports mad Lesson 1 Vocabulary

- What water sports do you know? Make a list. What equipment do you need?
- Listen, point and say the vocabulary chant.
- Listen, look and sing *Fun in the sea*.
- Talk Partners Play a guessing game.

Under the water And on the waves Let's have fun In the sea today.
I'm wearing a mask And flippers, too. I'm ready to snorkel. What about you?
 Chorus

I'm wearing a helmet And a life jacket, too. I'm ready to kayak. What about you?
 Chorus

I'm wearing gloves And a wetsuit, too. I'm ready to water-ski. What about you?
 Chorus

I'm wearing a mask, flippers and a wetsuit. Are you ready to snorkel?
 Yes. That's right!

Key learning outcomes: identify and say water sports equipment; sing a song about doing water sports. Vocabulary: water sports

Activity 3

- Listen, look and sing *Fun in the sea*.
- CD3 Track 7 p251

Activity 4

- Play a guessing game.
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

- Extension
- Play a game in pairs.

Link to Science

- Water and air on Earth: Identify other sources of water on Earth.

Digital resources

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.



Activity Book

Unit 6 Sports mad Lesson 1 Vocabulary

Thinking Skills Order the letters and write. Match.

1 suboabo	7 heakul
2 sank	8 mutho
3 flo kacta	9 sunwst
4 deppad	10 yakok
5 leantor	11 rchwe-ks
6 pflpss	12 laovag

Look and write.

He's wearing a wetsuit and a life jacket. She's _____
 He's got a _____.
 He's ready to _____

24-35-76-32
 fifty-eight

Activity Book

Activity 1

- Order the letters and write.
- Match.

Activity 2

- Look and write.

Code activity

- Complete the code activity.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions.

Review sports vocabulary.

- Divide the board into three columns with the headings *play, go, do*. Elicit a sport for each heading, e.g. *play football, go swimming*. Set a time limit. In small groups, the pupils list all the sports they know for each verb. Write them on the board.

Set learning outcomes and use the talk cards.

- Say **Today we're going to learn the names of water sports equipment**.
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

What water sports do you know? Make a list. What equipment do you need?

- (Books closed.) Ask the pupils if there are any water sports on the board. Encourage them to name any other water sports they know (*windsurfing, kayaking, water-skiing, surfing, sailing, snorkelling*). Then prompt them to name the clothes and equipment you need.

Vocabulary presentation

- (Books closed.) Choose a water sports equipment flashcard, but don't show the picture. Describe the item and its use, e.g. **I wear these on my feet. I wear them when I snorkel. They help me swim fast.**
- When the pupils identify the object, stick the flashcard on the board. The pupils repeat the word. Repeat the procedure with the other flashcards.

Word cards

- (Books closed.) Hand a water sports equipment word card to each pair of pupils. They take turns to come to the board, read out their word and stick their word card next to the corresponding flashcard.

Pupil's Book Activity 2

Listen, point and say the vocabulary chant.

► CD3 Track 6 p251

- Focus attention on the 12 photos. Say **Let's listen and say the words**. Play the CD. The pupils listen, repeat and point.

Pupil's Book Activity 3

Listen, look and sing *Fun in the sea*.

► CD3 Track 7 p251

- Focus attention on the scene. Ask **Where are Lily, Ravi and Josh?** (*At the beach.*) Say **It's a water sports day. What activities can you do on the beach today?** Prompt the class to identify the sports on the sign. Then ask **What's Ravi wearing?** Repeat the question for Lily and Josh.
- Say **Let's listen to the song**. Play the CD. The pupils listen and read.
- Ask **Who's ready to snorkel?** (*Ravi.*) Ask about the other water sports.
- Play the CD again. The pupils sing and do the actions.

Pupil's Book Activity 4

Play a guessing game.

- Ask two pupils to read out the speech bubbles.
- Demonstrate the activity by giving another example. Say **I've got a paddle and I'm wearing a helmet**. Ask a pair of pupils to demonstrate the activity.
- The pupils play the game with a Talk Partner.

Activity Book

Activity 1

Order the letters and write. Match.

- The pupils name the water sports equipment they can see.
- The pupils order the letters and write the words, then match them to the equipment in the picture.

Answers: 1 surfboard 2 mask 3 life jacket 4 paddle
5 snorkel 6 flippers 7 wetsuit 8 helmet 9 swimsuit
10 kayak 11 water-skis 12 gloves

Activity 2

Look and write.

- The pupils describe what they can see in the pictures. Prompt a pupil to complete the sentences.
- The pupils write the descriptions.

Answers: 1 He's wearing a wetsuit and a life jacket. He's got a surfboard. He's ready to surf. 2 She's wearing a wetsuit, a life jacket, a helmet and gloves. She's got water-skis. She's ready to go water-skiing.

Code activity

- The pupils complete the code activity.

Answer: fish

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt the names of water sports equipment. What do you remember?** Elicit the equipment.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activities

Extension

- Think of a land-based sport. Say **I'm wearing a T-shirt and shorts. I'm wearing socks and boots. I've got a ball. What am I doing?** The pupils guess. *Are you playing (football)?* Repeat with different sports.
- The pupils play the game in pairs.

Vocabulary extension

- Present six additional water sports equipment words: *fishing rod, goggles, jet ski, oars, rope, sailing boat*.
- Use the Vocabulary Booster on NAVIO to practise these new words.

Link to Science

- If you are studying the Science topic of **Water and air on Earth** in English, you could elicit other sources of water. (*Salt water: seas and oceans. Fresh water: rivers, lakes, ice caps and groundwater.*)

6 Lesson 2

Key Competences and Key Learning Outcomes



- Listen, read, repeat and act out a conversation
- Read and identify water sports equipment.
- Listen, follow the grammar table and identify the parts of a sentence
- Talk and write about future plans using 'going to'

Key language

- go kayaking, go sailing, go surfing, go swimming, go water-skiing, play football / tennis, watch TV; after school, at the weekend, next week, tomorrow
- I am / I'm not going to (play football). He is / isn't going to (go swimming). They are / aren't going to (watch TV). Are you going to (play football)? Yes, I am. No, I'm not. What are you going to do (on Saturday)?
- Recycled: flippers, gloves, helmet, kayak, life jacket, mask, paddle, snorkel, surfboard, swimsuit, water-skis, wetsuit; water sports

Materials

- Pupil's Book p61; Activity Book p59; Class CD3; Teacher's App on Navio
- Teacher's Resource Bank: Water sports equipment flashcards
- Teacher's Resource Bank: Talk cards

Optional materials

- Teacher's Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- **Think-Pair-Share.** Review water sports equipment vocabulary.
- Review the *Fun in the sea* song.
- ▶ CD3 Track 7 p251
- ▶ CD3 Track 8 pXXX
- Set learning outcomes and use the talk cards.

Activity 1

- Listen and read. Listen and repeat.
- ▶ CD3 Track 9 p251
- Act out.

Activity 2

- Read again. Which things does Lily need? Why?

Activity 3

- Listen and follow.
- ▶ CD3 Track 10 p251
- Repeat.
- **Grammar clue:** Read about asking questions with 'going to'.

Pupil's Book

Lesson 2 Grammar 6

1 Listen and read. Listen and repeat. Act out.

Lily: Look, Dad. I'm ready to do some water sports.
Dad: Great! Are you going to go water-skiing?
Lily: No, I'm not. I'm going to go kayaking. Look, here's my paddle.
Dad: What are you going to do after that?
Lily: I'm going to go surfing. There are lots of surfboards over there.
Dad: Have fun, Lily! See you later.

2 Read again. Which things does Lily need? Why?

3 Listen and follow. Repeat.

	am / am not	play football	next week.
I		go swimming	tomorrow.
He / She	is / isn't	going to watch TV	after school.
We / You / They	are / aren't	go water-skiing	at the weekend.
		go surfing	on Tuesday.

Grammar clue
We can ask questions with going to.
Are you going to go swimming tomorrow?
What are you going to do on Saturday?

Remember!
He is = He's
He is not = He isn't

4 **Talk Partners** Play a true or false game.

I'm going to play football after school.
I think it's true.
No, it's false.

Key learning outcomes: Use going to to talk about future plans
Grammar: I'm going to play football after school

Activity 4

- Play a true or false game.
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

Reinforcement

- Play Two truths and a lie.
- Play Flashcard duel.

Digital resources

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the grammar from this lesson.



Activity Book

Lesson 2 Grammar 6

1 Complete the sentences in the grammar table.

isn't	aren't	watch	going to	go	am	play	tomorrow
1 I			going to			football	on Monday.
2 He			going to			go sailing	next week.
3 We	are					swimming	tomorrow.
4 They			going to			TV	tomorrow.

2 What are the children going to do tomorrow? Look and write.

1 He's going to play football.

2 They are going to watch TV.

3 isn't going to go sailing.

4 are going to go swimming.

Remember!
He is going to
What are you going to do?
I'm going to visit my grandparents tomorrow. I'm not going to go football next week. What are you going to do?

3 Write about your plans. Ask and answer. **Talk Partners**

1 I'm going to go to the cinema.

2 I'm going to go to the park.

3 _____

4 _____

5 _____

6 _____

CD3 12-72-4-6

Activity Book

Activity 1

- Complete the sentences in the grammar table.

Activity 2

- What are the children going to do tomorrow?
- Look and write.

Activity 3

- Write about your plans.
- Ask and answer.

Code activity

- Complete the code activity.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions.

Think-Pair-Share. Review sports equipment vocabulary.

- Ask **Can you remember the sports equipment vocabulary?** The class thinks silently for a minute.
-  Then the pupils work with a Talk Partner to name the sports equipment.
- Invite different Talk Partners to say a different item. Hold up the corresponding flashcard and prompt the class to repeat the word.

Review the *Fun in the sea* song.

▶ CD3 Track 7 p251

▶ CD3 Track 8 pXXX (optional karaoke version)

- Organise the class into three groups. Play the CD (or use the karaoke version). The pupils sing along with their verse and do the actions.

Set learning outcomes and use the talk cards.

- Say **Today we're going to talk about plans.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Listen and read. Listen and repeat. Act out.

▶ CD3 Track 9 p251

- The pupils look at the picture and describe what they can see. Ask **What's Lily ready to do?**
- Play the CD. The pupils listen and read the conversation.
- Confirm that Lily is ready to do some water sports. Ask **Is she going to go water-skiing?** (*No, she's going to go kayaking.*)
- Play the CD again, pausing after each sentence for the pupils to repeat.
- The pupils act out the conversation with a Talk Partner.

Pupil's Book Activity 2

Read again. Which things does Lily need? Why?

- The pupils read the conversation again and say which things Lily needs and why.

Pupil's Book Activity 3

Listen and follow. Repeat.

▶ CD3 Track 10 p251

- Play the CD. The pupils listen to the first sentence and point to the words they hear. The pupils then repeat the complete sentence. Repeat the procedure with the other sentences.

Grammar clue

- Read the grammar clue and the *Remember!* tip as a class. Ask individual pupils a question about their plans and prompt them to respond. Then invite different individual pupils to ask you similar questions.
- Organise the class into Talk Partners. The pupils take turns to ask and answer questions.
- Use the grammar table to make sentences about future plans: **I am not going to (go water-skiing) (tomorrow).**
- With a Talk Partner, the pupils take turns to make similar sentences.

Pupil's Book Activity 4

Play a true or false game.

- The pupils work in pairs to make similar sentences and say if they are true or false.

Activity Book

Activity 1

Complete the sentences in the grammar table.

- Invite a pupil to read out the words in the word box.
- The pupils work on their own or with a partner to write the words in the grammar table.

Answers: 1 am / play 2 isn't / tomorrow 3 going to / go 4 aren't / watch

Activity 2

What are the children going to do tomorrow? Look and write.

- Focus the class on the first picture and elicit that the boy is going to play football. Repeat with the other pictures.
- The pupils write the sentences.

Answers: 1 He's going to play football. 2 They are going to go surfing. 3 She's going to go swimming. 4 They are going to play tennis.

Activity 3

Write about your plans. Ask and answer.

- Read the speech bubble and the *Remember!* tip.
- Invite the pupils to complete the first sentence in as many ways as possible. Write any new vocabulary on the board.
- The pupils write their own six sentences.
- Working with a Talk Partner, the pupils ask and answer questions about what they are going to do in the future. They can record the answers in their notebooks.

Code activity

- The pupils complete the code activity.

Answer: crab

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt how to talk about our plans.** Ask **What are you going to do after this lesson?** Prompt the pupils to answer.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activities

Reinforcement

- Play *Two truths and a lie*. Say three things that you are going to do tomorrow (two true things and one lie). The pupils must identify the lie.
- The pupils write their own sentences about tomorrow. Invite pupils to read out their three sentences in order for the rest of the class to identify the lie.
- Play *Flashcard duel* (see p27) with the sports equipment flashcards.

Key Competences and Key Learning Outcomes

- Read the story with some fluency
- Use a code to read a message
- Do a pre-reading task
- Understand the importance of listening to other people's ideas
- Understand, enjoy and act out the story
- Give an opinion on the story

Key language

- *build, faster, flag, plastic bottles, race, raft, rope, sinking, wood*
- *Are you (going to enter the race)?*
- *Recycled: There's a (raft race). You must (build your raft with these things). Why don't you (use this rope)? Good idea.*

Materials

- Pupil's Book pp62–63; Activity Book p60; Class CD3; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards

Optional materials

- Teacher's Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review the grammar from Lesson 2.
- Set learning outcomes and use the talk cards.

Before you read: Activity 1

- Use the code to read the message from Luke.

Activity 2

- Listen and read.
- ▶ *CD3 Track 11 p251*
- Act out.

After you read: Activity 3

- Ask and answer.

Values: Activity 4

- Read and discuss.
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Pupil's Book

6 Lesson 3 Story

Before you read

1 Use the code to read the message from Luke. I'm going to watch a windsurfing 7:4-12:20 this afternoon. What about you?
What activity do you think the children are going to do in the story?

Listen and read. Act out. **The raft race**

1 There are lots of things to do at the Water Sports Day.
2 It's three o'clock.
3 The teams listen to the rules of the race.
4 The children begin to build their raft.
5 Dad begins to build his raft, too.
6 The rafts are ready. It's time for the race.
7 Dad is having problems.
8 The children help Dad get back to the beach.

After you read

3 Talk Partners Ask and answer.

1 Do the children enter a kayak race?
2 Do the children use rope to make their raft?
3 Do the children listen to each other's ideas?
4 Do the children use flippers to move the raft?
5 Do the children help Dad?

4 Values Read and discuss.

- Does Josh listen to Lily and Ravi's ideas in the story?
- Does Dad listen to Josh?
- Do you listen to other people's ideas?

Key learning outcomes: read, listen and understand a story about a raft race
Language: I'm going to enter the race. Puddle quick!

Values: Listening to other people's ideas

Extra activity

Reinforcement

- Retell the story as a class.

Digital resources

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the reading the story again at home.



Activity Book

6 Lesson 3 Story

After you read

1 Read and complete the puzzle. What's the mystery word?
2 They must paddle the rafts around this object.
3 Dad sits on this material.
4 The children help this person.
5 These plastic objects are under the raft.
6 The race begins and finishes here.
The mystery word is _____

2 Listen and circle the eight mistakes. Listen again. Write the correct words.

Our Adventure Blog by Lily, Josh and Ravi
In the adventure, we enter a puddle race. Mum enters the race, too. We build a raft with some plastic bags and some wood. We tie the bottles to the wood with paper, but Dad doesn't use rope. We paddle slowly. Dad has problems because his raft is sinking. We help Dad get back to the lighthouse. At the end of the race, Dad is wet and angry and he wants to go swimming.

1 The story is funny, boring, sad, interesting, exciting, scary.
2 My favourite frame in the story is number _____ because _____
3 I like the story _____ stars ☆☆☆☆☆

66 76-32-4-72-44

Activity Book: After you read

Activity 1

- Read and complete the puzzle.
- What's the mystery word?

Activity 2

- Listen and circle the eight mistakes.
- ▶ *CD3 Track 12 p251*

- Listen again.
- Write the correct words.

Activity 3

- Read and complete.
- What do you think?

Code activity

- Complete the code activity.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions.

Review the grammar from Lesson 2.

- Think of a place and say **I'm going to eat an ice cream tomorrow. Where am I going?** Prompt a pupil to guess. (*Are you going to (a restaurant)?*) If the guess is incorrect, say another thing you are going to do. **I'm going to make a sandcastle, too.**
- Repeat the procedure with a different place.

Set learning outcomes and use the talk cards.

- Say **Today we're going to read and listen to a story.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Before you read: Pupil's Book Activity 1

Use the code to read the message from Luke.

- Say **Josh and Lily have received another message from Luke.** The pupils use the code (Pupil's Book page 7) to discover the mystery word (*race*). Ask **Do you think a windsurfing race is exciting?**
- Ask **What activity do you think the children are going to do in the story?** The pupils make predictions.
- Read the title of the story and explain that a raft is a flat boat with no sides. Confirm that the children do a raft race in the story.

Pupil's Book Activity 2

Listen and read. Act out.

► CD3 Track 11 p251

- Play the CD. The pupils follow in their books.
- Ask questions to check comprehension.

Suggested comprehension questions

- Frame 1: **Are the children going to enter the raft race?** (Yes.)
- Frame 2: **What time is it?** (*Three o'clock.*) **Who is also going to enter the race?** (*Dad.*)
- Frame 3: **What do the teams listen to?** (*The rules.*)
- Frame 4: **What do the children use to build their raft?** (*Plastic bottles, wood and rope.*)

- Frame 5: **Does Dad use the rope?** (*No.*)
- Frame 6: **What words start the race?** (*Ready, steady, go!*)
- Frame 7: **Why does Dad's raft sink?** (*The raft isn't tied together.*) **Who helps him?** (*Lily, Josh and Ravi.*)
- Frame 8: **What is Dad going to do next time?** (*Listen to Josh's ideas.*)
- Organise the class into six groups (Lily, Ravi, Josh, Dad and race monitors) and play the CD. Each group joins in when their character speaks.
- Repeat, with groups swapping roles.

After you read: Pupil's Book Activity 3

Ask and answer.

- Invite pupils to ask and answer the questions. If necessary, ask the whole class to repeat the answer each time.
- Organise the class into Talk Partners. The pupils practise asking and answering the questions. They can do this orally or in their notebooks.

Answers: 1 No, they don't. They enter a raft race. 2 Yes, they do. They use rope, wood and plastic bottles. 3 Yes, they do. They work together. 4 No, they don't. They use paddles. 5 Yes, they do. They help him get back to the beach.

Values: Pupil's Book Activity 4

Read and discuss.

- Read out the questions and discuss them as a class.
- Encourage the class to think about the importance of listening to other pupils' opinions and ideas in class.

Activity Book: After you read

Activity 1

Read and complete the puzzle. What's the mystery word?

- The pupils read the clues and complete the puzzle and mystery word, referring to the story.

Answers: 1 rope 2 flag 3 wood 4 Dad 5 bottles 6 beach
The mystery word is paddle.

Activity 2

Listen and circle the eight mistakes. Listen again. Write the correct words.

► CD3 Track 12 p251

- Play the CD. The pupils circle the eight mistakes.
- Play the CD again. The pupils write the correct words.

Answers: 1 ~~bike~~ raft 2 ~~Mum~~ Dad 3 ~~bags~~ bottles
4 ~~paper~~ rope 5 ~~slowly~~ quickly 6 ~~lighthouse~~ beach 7 ~~angry~~
tired 8 ~~swimming~~ home

Activity 3

Read and complete. What do you think?

- Invite pupils to read out and complete the sentences.
- The pupils complete the task in their Activity Books and then share opinions with a Talk Partner.

Code activity

- The pupils complete the code activity.

Answer: shark

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've listened to a story about a raft race.** Elicit the story.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Retell the story as a class. Say **Let's tell the story together.** Prompt the class by saying **The children and Dad enter a ... (raft race). The teams listen to the ... (rules).** Use mime, gesture and drawings to support the class.

6 Lesson 4

Key Competences and Key Learning Outcomes

- Learn adverbs of manner
- Follow and correct the grammar tables
- Play a mime game
- Sing a song

Key language

- (play) loudly, (play) quietly, (ride) badly, (ride) well, (swim) quickly, (swim) slowly; play chess, fish (v), warm up
- Bend (your knees). Shake (your body). Stretch (your arms). Wiggle (your fingers). You (play chess) well. She (dances) badly. What do you do (well)? I (swim) (very) well.
- Extension: carefully, dangerously, happily, sadly
- Recycled: cycle, dance, play football, play tennis, rollerblade, sing, swim, (walk)

Materials

- Pupil's Book p64; Activity Book p61; Class CD3; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards

Optional materials

- Teacher's Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)
- A set of dice for each pair of pupils

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review the story.
- Set learning outcomes and use the talk cards.

Activity 1

- Listen, point and say.
- ▶ CD3 Track 13 p252

Activity 2

- Listen and sing *Warm up!*
- ▶ CD3 Track 14 p252

Activity 3

- Listen and follow.
- ▶ CD3 Track 15 p252
- Repeat.
- Grammar clue: Read about using '-ly'.

Pupil's Book

6 Lesson 4 Vocabulary and Grammar

1 Listen, point and say.

2 Listen and sing *Warm up!*

3 Listen and follow. Repeat. Adverbs of manner.

I / You / We / They	swim	quietly, slowly.
He / She	rollerblade	well, badly, quickly.
	cycle	
	dances	
	plays chess	

Grammar clue: When we say how we do an action, we usually use -ly. bad - badly quiet - quietly

Remember! good = well fast = fast

4 Talk Partners Play a mime game.

Key learning outcomes: identify and say how you do different activities using adverbs of manner. Vocabulary: adverbs of manner. Grammar: I cycle quickly.

Activity 4

- Play a mime game.
- Go to the Activity Book

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement**
- Play a dice game to practise adverbs of manner.
- Vocabulary extension**
- carefully, dangerously, happily, sadly

Digital resources

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the grammar from this lesson.



Activity Book

Lesson 4 Vocabulary and Grammar 6

1 Look, read and circle.

2 He swims badly / slowly / well.

3 She rollerblades well / quickly / badly.

4 He plays football loudly / quietly / slowly.

5 She cycles badly / quickly / slowly.

3 Order the words in the grammar table. Write the sentences.

1 loudly	sing	I
2 You	slowly	walk
3 cycles	He	quickly
4 well	They	dance

Read and answer. Ask and answer. Talk Partners

1 What do you do well? _____

2 What do you do quickly? _____

3 What do you do quietly? _____

4 What do you do loudly? _____

5 What do you do slowly? _____

I swim very well. What about you?

Activity Book

Activity 1

- Look, read and circle.

Activity 2

- Order the words in the grammar table.
- Write the sentences.

Activity 3

- Read and answer.
- Ask and answer.

Code activity

- Complete the code activity.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions.

Review the story.

- Ask the class if they remember the story from the previous lesson. Organise the class into small groups. Ask each group a question about the story. The pupils collaborate before they answer.

Set learning outcomes and use the talk cards.

- Say **Today we're going to talk about the way that we do different actions.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Listen, point and say.

► CD3 Track 13 p252

- Point to the first picture and ask **What's he doing? Is he swimming quickly or slowly?** Mime swimming quickly and then slowly. Repeat the procedure, comparing 'well' and 'badly', and 'quietly' and 'loudly'.
- Play the CD. The pupils listen, repeat each phrase and point to the pictures.

Pupil's Book Activity 2

Listen and sing *Warm up!*

► CD3 Track 14 p252

- Explain that it's important to warm up your body before you do exercise.
- Say **Lily's stretching her arms and bending her knees.** Encourage the pupils to do the action. Then say **Ravi's wiggling his fingers and shaking his body.** The class does the actions.
- Play the CD. The pupils listen and read.
- Play the CD again. The pupils join in singing the song and doing the actions slowly and quickly.

Pupil's Book Activity 3

Listen and follow. Repeat.

► CD3 Track 15 p252

- Focus the class on the grammar table.
- Play the CD. The pupils listen to the first sentence and point to the corresponding parts of the sentence in the table. They should then repeat the complete sentence. Repeat the procedure with the other sentences.
- Say **Everybody swim slowly.** The class does the mime. Repeat, choosing a different sport and adverb.
- When pupils are confident with the activity, introduce other actions and adverbs, e.g. **Brush your teeth sleepily. Eat an ice cream happily.**

Grammar clue

- Read the grammar clue as a class. Highlight that most adverbs of manner are formed by an adjective + '-ly'. Then say some common adjectives (*angry, happy, sad*) and prompt the class to make the adverbs. Read the *Remember!* tip. Point out that 'good', 'well' and 'fast' are exceptions to the rule.

Pupil's Book Activity 4

Play a mime game.

- The pupils work in pairs to mime an action and guess the sport and the adverb.

Activity Book

Activity 1

Look, read and circle.

- Focus on the first picture. Then invite a pupil to read out the first sentence, choosing the correct adverb.
- The pupils work on their own to read the remaining sentences and circle the correct adverbs.

Answers: 1 well 2 badly 3 loudly 4 quickly

Activity 2

Order the words in the grammar table. Write the sentences.

- Explain that the grammar table is mixed up and that the pupils need to order the words.
- Invite a pupil to read out the first sentence.
- The pupils write the sentences.

Answers: 1 I sing loudly. 2 You walk slowly. 3 He cycles quickly. 4 They dance well.

Activity 3

Read and answer. Ask and answer.

- Invite different pupils to read out and answer the first question. Repeat with the other questions.
- The pupils write their answers.
- The pupils take turns to ask and answer with a Talk Partner.

Code activity

- The pupils complete the code activity.

Answer: whale

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt to say how a person does an activity.** Ask **How can you talk?** (*Quietly / loudly.*) **How can you run?** (*Fast / slowly.*) **What do you do well or badly?**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Write the numbers 1–6 in a column on the left of the board and invite the class to name six sports. Write a sport next to each number. Then write another column of numbers (1–6) on the right side and invite the pupils to name six adverbs of manner, e.g. *sleepily, happily, slowly, quietly, well, badly.* Write them next to the numbers.
- Take a dice and roll it twice without revealing the numbers. Use the first number to select a sport and the second number to select an adverb. Do a mime and invite pupils to guess what you are doing, e.g. *You're playing football slowly.*
- Invite different pupils to take your role.
- Give each pair of pupils a dice and ask them to play the game.

Vocabulary Extension

- Present four additional adverbs: *carefully, dangerously, happily, sadly.*
- Use the Vocabulary Booster on NAVIO to practice these new words.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions.

Review adverbs of manner.

- Ask the pupils to stand up. Then ask them to do an action, e.g. **Swim slowly**. Ask them to do the same action **quickly, quietly, happily, angrily**. Repeat the procedure with different actions. Then, if you wish, invite different pupils to take your role and give the class similar instructions.

Review the *Warm up!* song.

► CD3 Track 14 p252

- Play the CD (or use the karaoke version). The pupils sing and do the actions.

Set learning outcomes and use the talk cards.

- Say **Today we're going to say a tongue twister, practise spelling and do a questionnaire together**.
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1: Speak and spell

Listen, read and say.

► CD3 Track 16 p252

- (Books closed.) Write the letter 'k' on the board and ask **What sound does this letter make? ('k')** List the words the pupils know that begin with this letter. Say **Today you're going to learn another way of writing the 'k' sound**.
- (Books open.) Focus the class on the monkey in the picture and say **What colour is the monkey? (Black.) What's he doing? (Kayaking.) Where is he kayaking? (On a lake.)**
- Say **Let's listen to the tongue twister**. Play the CD. The pupils follow the text in their books.
- Play the CD again. The pupils join in with the tongue twister.
- Finally, ask the class to identify the alternative way of writing the 'k' sound ('ck').

Activity Book

Activity 1: Speak and spell

Complete and say.

- The pupils write and say the words in the tongue twister.

Answer: The black monkey kayaks quickly on the lake.

Activity 2

Find and circle the words. Classify and write.

- The pupils find and circle the words in the border which contain 'k' and 'ck'.
- The pupils classify and write the words according to whether they are spelt with 'k' or 'ck'.

Answers: ck: hockey, rock, black, back, neck, k: snake, kite, shark, kayak, mask

Activity 3

Talk Partners. Test your friend. Ask and answer.



- Invite two pupils to read out the speech bubbles.
- Organise the pupils into Talk Partners. The pupils take it in turns to spell the words in Activity 2. Stress the importance of prompting, encouraging and helping each other.

Code activity

- The pupils complete the code activity.

Answer: seal

Pupil's Book Activity 2

Read the quiz. Then listen and identify four differences.

► CD3 Track 17 p252

- Focus the pupils on the questionnaire. Explain that they are going to listen to Anna answering the questions, and they will need to identify four differences. Ask the pupils to look at Anna's answers.

- Play the CD, pausing after the first question and answer. Elicit the difference between the questionnaire and what they heard on the audio. Repeat the procedure with the remaining questions and answers.

Answers: Her surname is spelt J-O-N-E-S; her favourite sport is volleyball; she does sport three times a week; she swims fast

Pupil's Book Activity 3

Ask and answer to complete the questionnaire. Tell a friend (Teacher's Resource Bank: Unit 6).

- Invite three pupils to read out the speech bubbles.
- Explain to the class that they are going to do a similar questionnaire with a Talk Partner.
- Organise the class into Talk Partners. Pupil A uses questionnaire 1 and Pupil B uses questionnaire 2. Check that the pupils know all the activities that appear in their questionnaire.
- The pupils take turns to ask and answer the questions.
- When the pupils have completed the questionnaires, invite individual pupils to report what they have learnt about their Talk Partner.
- Organise the class into new pairs. The pupils should report the information in the questionnaire.

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've practised a tongue twister**. Elicit the tongue twister from the pupils.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- The pupils work in pairs to create a similar questionnaire.
- Organise the class into new pairs to ask and answer the questions.

6 Lesson 6

Key Competences and Key Learning Outcomes



- Do a pre-reading task to set the context
- Read the text for general understanding
- Sequence the parts of a letter



- Read and understand a formal letter

Key language

- archery, mountain biking, rock climbing; forest, lessons, letter; first, next, finally
- Which activities is (Robert) going to do?
- Recycled: baseball, camp, gymnastics, helmet, kayaking, lake, life jacket, volleyball, windsurfing; I'm going to (go kayaking).

Materials

- Pupil's Book p66; Activity Book p63; Class CD3; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards

Optional materials

- Teacher's Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review the tongue twister.
- ▶ **CD3 Track 16 p252**
- Set learning outcomes and use the talk cards.

Before you read: Activity 1

- Imagine you are going to go to a sports camp.
- Which activities would you like to do?

Activity 2

- Read and listen.
- ▶ **CD3 Track 18 p252**
- Which activities is Robert going to do?
- ➔ Go to the Activity Book.

Pupil's Book

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement
- Listen and identify the mistakes in the letter.

Activity Book

After you read: Activity Book

Activity 1

- Read and order the letter.

Activity 2

- Read and write the answers.

Code activity

- Complete the code activity.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions.

Review the tongue twister.

► CD3 Track 16 p252

- Ask **What sound did you practise in the tongue twister?** ('k')
- Play the CD. Practise the tongue twister as a class.
- Remind the pupils that they know four spellings for this sound ('c', 'ch', 'k' and 'ck'). The pupils list the words they know that begin with these letters.

Set learning outcomes and use the talk cards.

- Say **Today we're going to read a letter.** Check understanding by asking **Who brings letters to your house? Do you write letters? Do people write letters to you?** Encourage the pupils to talk about any letters they have sent or received.
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Before you read: Pupil's Book Activity 1

Imagine you are going to go to a sports camp. Which activities would you like to do?

- Invite a pupil to read the rubric. Explain any unknown sports in the list and encourage the pupils to tell you which activities they would like to do and why. Give your opinion, too, e.g. **I would like to (go windsurfing) because it's (fun / exciting / fast).**

Pupil's Book Activity 2

Read and listen. Which activities is Robert going to do?

► CD3 Track 18 p252

- Focus the class on the letter and ask **Who is the letter to?** (*Grandma and Grandad.*) **Who is the letter from?** (*Robert.*) **What's the date on the letter?** (*15th March.*) **Where does Robert live?** (*In Newtown.*) **Where do his grandparents live?** (*In Oxford.*)
- Explain to the class that Robert is writing to his grandparents about the sports camp. Then ask the pupils to read the letter quickly to find out which activities Robert is going to do there. If you want the pupils to read the text without the support of the CD, set a time limit for this task. Otherwise play the CD, pausing at the end of each section of the text.

Answer: Robert is going to play volleyball, go kayaking and go mountain biking.

After you read: Activity Book

Activity 1

Read and order the letter.

- Focus the class on the activity and ask a pupil to read out the first part of the letter.
- Ask the class to scan the other pieces of the letter to find the next part. The pupils should compare their answer with a Talk Partner. Then invite a pupil to read out the second part.
- Highlight 'clues' in the text, such as the question 'How are you?' to begin a letter in the first paragraph.
- Repeat the procedure with the remaining parts of the text.

Answers: 1 d 2 f 3 b 4 a 5 g 6 e 7 c

Activity 2

Read and write the answers.

- Invite a pupil to read out the first question and the example answer. Ask different pupils to read out the other questions.
- The pupils work on their own or in pairs to write the answers.

Answers: 1 He's going to go to the sports camp tomorrow. 2 He's going to go kayaking on a lake. 3 He's going to go mountain biking in the forest. 4 He's going to do three sports.

Code activity

- The pupils complete the code activity.

Answer: dolphin

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've read a letter. Will Robert's grandparents like the letter? What do you think?** Elicit the pupils' ideas.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**
- Say **Goodbye. See you in the next lesson!** The pupils respond *See you!*

Extra activity

Reinforcement

- (Books closed.) Explain that you are going to read Robert's letter, but you're going to make some mistakes. The pupils should raise their hands or 'fish' the mistakes (mime reeling in a fish) when they hear something that is wrong.
- Read the letter slowly, changing the information at regular intervals, e.g. **Dear Mum and Dad.** Prompt the class to give you the correct information each time.

6 Lesson 7

Key Competences and Key Learning Outcomes

- Learn simple time sequencers and how we begin and end an informal letter
- Learn about the layout of a letter
- Plan an informal letter with a partner
- Use criteria to check your writing
- Share your writing with a partner
- Prepare and write an informal letter

Key language

- *adventure, scary*
- *I'm going to (go horse riding). I'm not going to (go rock climbing). I can (ride) (very well).*
- Recycled: *archery, camp, horse riding, lake, rock climbing, wetsuit, windsurfing; first, next, finally; Which activity is (Laura) not going to do?*

Materials

- Pupil's Book p67; Activity Book p64; Class CD3; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards

Optional materials

- Teacher's Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review vocabulary for sports activities.
- Set learning outcomes and use the talk cards.

Investigate a text: Activity 1

- Look at the leaflet.
- What can you do at the adventure camp?

Investigate a text: Activity 2

- Read and listen.
- ▶ **CD3 Track 19 p252**
- Which activity is Laura not going to do?

Pupil's Book

Text type: **a letter** Lesson 7 Writing 6

Investigate a text

- 1 Look at the leaflet. What can you do at the adventure camp?
- 2 Read and listen. Which activity is Laura not going to do?

37 Silver Street, London NW1 8AF, 12th March

Dear Grandma,

How are you? I'm very excited because I'm going to go to an adventure camp on Friday. It's in the mountains and there are lots of great activities for me to try.

First, I'm going to go horse riding because I love horses and I can ride very well. Next, I'm going to do archery. It looks fun! Finally, I'm going to go windsurfing on the lake. I need to wear a wetsuit because the water is cold. I'm not going to go rock climbing because it's very scary.

See you soon.

Love,
Laura

6000

Discuss a text

- 3 Think and discuss.

1 Where do you write your address in a letter?
2 Where do you write the date?
3 How do you begin a letter?
4 How do you end a letter to a friend or family member?

Plan and write a letter on page 64 in your Activity Book.

Key learning outcomes: prepare and write an informal letter; use simple time sequencers

Discuss a text: Activity 3

- Think and discuss.
- **Writing tip:** Read about time sequencers.
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- **Reinforcement**
- Write a letter to a classmate.

Activity Book

6 Lesson 7 Writing Literacy Text type: **a letter**

Plan your writing

- 1 **Cooperative learning** Work with a friend. Plan your letter. Make notes.

1 What type of camp is it?
2 When are you going to go?
2 Where is it?
4 What three activities are you going to do?

2 Use your notes to write a letter to a friend.

Dear _____

I'm very happy because I'm going to go to _____.

There are lots of exciting sports to try. First, _____.

See you after the camp!

Love,

Share and check

- 3 Read your letter with a friend. Write a tick (✓) or a cross (X).

The address is in the correct place. The information is in the correct order.
The date is in the correct place. I use First, Next and Finally to order my activities.

sixty four 80-84-72-80-48-20

Activity Book

Plan your writing: Activity 1

- Work with a friend.
- Plan your letter.
- Make notes.

Activity 2

- Use your notes to write a letter to a friend.

Share and check: Activity 3

- Read your letter with a friend.
- Write a tick (✓) or a cross (X).

Code activity

- Complete the code activity.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions.

Review vocabulary for sports activities.

- Write the following prompts on the board: *I love ... I like ... I don't like ...* Then tell the pupils about the sports you love doing and why. Encourage individual pupils to make similar sentences. Repeat the procedure with the other two prompts.
- Organise the class into Talk Partners and ask them to tell each other about the sports they love, like and don't like.

Set learning outcomes and use the talk cards.

- Ask **What did we read in the last lesson?** (*A letter.*) Say **Today we're going to investigate another letter. Then we're going to plan and write a letter.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Investigate a text: Pupil's Book Activity 1

Look at the leaflet. What can you do at the adventure camp?

- Focus the class on the photos on the leaflet. The pupils identify the activities you can do at the adventure camp. (*Windsurfing, horse riding, archery, rock climbing.*) Ask the pupils if they think the adventure camp looks fun / exciting.

Investigate a text: Pupil's Book Activity 2

Read and listen. Which activity is Laura not going to do?

► CD3 Track 19 p252

- Explain that Laura is writing to her grandmother about the adventure camp. Then ask the pupils to read the letter quickly to find out which activity Laura is not going to do there. If you want the pupils to read the text without the support of the CD, set a time limit for this task. Otherwise, play the CD, pausing at the end of each section of the text.

Answer: Laura isn't going to go rock climbing.

Discuss a text: Pupil's Book Activity 3

Think and discuss.

- Read the first question and ask the class to look at the letter. Confirm that you write your address at the top of the letter, on the right. Repeat the procedure with the remaining questions. (*You write the date below the address. You begin a letter with 'Dear' and you end an informal letter with 'Love'.*)

Writing tip

- Read the information about time sequencers as a class.
- Prompt the pupils to find examples of 'First', 'Next' and 'Finally' in the letter.

Activity Book

Plan your writing: Activity 1

Writing Partners. Work with a friend. Plan your letter. Make notes.

- Read out the questions as a class. Organise the pupils into pairs and ask them to invent an exciting day at an activity camp and make notes about it. The pupils do not have to write complete sentences at this stage.
- Alternatively, if the pupils need more support, do this activity as a class.

Activity 2

Use your notes to write a letter to a friend.

- Focus the class on the activity. If necessary, model how to write a letter. The pupils work as a class to give you the information. Write the text on the board.
- The pupils work on their own or with their partner to write their letter in their Activity Books.

Share and check: Activity 3

Writing Partners. Read your letter with a friend.

Write a tick (✓) or a cross (x).

- Read through the statements as a class.
- Organise the class into new pairs. One pupil in each pair reads their text aloud to their partner. The other pupil listens. The pupils work together to decide if the text fulfils all the criteria and tick or cross the corresponding boxes. The pupils can add to, improve, or correct the text at this stage.
- The pupils swap roles

Code activity

- The pupils complete the code activity.

Answer: turtle

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've written a letter. Are you happy with your letter?** Elicit the pupils' responses.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Give each pupil the name of a classmate to write a letter to.
- The pupils write a short letter to their classmate saying what they are going to do at the weekend.
- The pupils copy their letter onto a piece of paper, fold it and write their friend's name on the reverse side.
- Collect the letters. Then ask a pupil to be the postman or postwoman and to deliver the letters to the classmates.

Key Competences and Key Learning Outcomes



- Think about and research New Zealand



- Read and listen for specific information



- Read about three extreme sports in New Zealand
- Think about your own culture and identity

Key language

- *ankles, bridge, bungee jumping, elastic rope, energy, exciting, extreme sports, harness, rafting, sand surfing, zorbing*
- *If you like (travelling fast), (sand surfing) is the sport for you.*
- Recycled: *adventure, air, beach, helmet, hill, jump, lie down, life jacket, mountains, paddle, plastic ball, raft, ride, river, roll, rope, sit, stand, surfing, surfboard, wet, wetsuit; You must (be very brave). Do you like (adventure)?*

Materials

- Pupil's Book p68; Activity Book p65; Class CD3; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards
- An online world map
- Coloured pencils (red, white and blue)

Optional materials

- Teacher's Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review preferences for different sports and make comparisons.
- Set learning outcomes and use the talk cards.

Activity 1

- Read Luke's questions.
- What do you think?

Activity 2

- Read and listen.
- ▶ **CD3 Track 20 p252**
- Answer Luke's questions.
- **Think about your culture**
What exciting sports can you do in your country?
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Pupil's Book

6 Lesson 8 Culture around the world: New Zealand

1 Read Luke's questions. What do you think?

I'm in New Zealand now. It's got high mountains and fast rivers. You can do exciting sports here. Can you answer these questions?

1 Which sport can you do in the air in New Zealand?
2 Which sport can you do on a river?
3 Which sport can you do on a hill or on water?
4 Which sport can you do on a beach?

2 Read and listen. Answer Luke's questions.

SPORTS NEW ZEALAND

EXTREME SPORTS

New Zealand has got some very exciting sports, but you must be very brave!

RAFTING
Do you like adventure? In this sport, you ride down a fast river on a raft. You need lots of energy and you get very wet, but it's good fun!

ZORBING
This is the newest extreme sport in New Zealand. In this sport, you get inside a big, plastic ball and you roll down a hill or on water. Some balls move at 50 km an hour. That's the same as a car!

SAND SURFING
If you like travelling fast, sand surfing is the sport for you. You can sit, stand or lie down on a surfboard. It's fantastic!

BUNGEE JUMPING
In this sport, you put an elastic rope around your ankles. Then you jump from a very high bridge. You fall very quickly through the air and you bounce up and down. It's amazing!

Think about your culture What exciting sports can you do in your country?

Do the New Zealand web quest and the Unit Review on pages 65 and 66 in your Activity Book.

Key learning outcomes: read about three extreme sports in New Zealand; think about and research New Zealand.

Activity Book

Lesson 8 Culture around the world: New Zealand 6

1 Listen and write the equipment you need.

wetsuit helmet harness rope paddle surfboard life jacket

1 BUNGEE JUMPING 2 ZORBING 3 RAFTING
4 SAND SURFING

2 Explore the Internet with your teacher. Do the New Zealand web quest.

1 How many main islands has New Zealand got?
2 What's the highest mountain in New Zealand called?
3 What's the capital city of New Zealand?
4 What colours are the New Zealand flag? Colour the flag.
! What's the weather like in New Zealand today?

3 Find out more. Investigate more outdoor activities that you can do in New Zealand. What's the most popular sport in New Zealand?

Activity Book

Activity 1

- Listen and write the equipment you need.
- ▶ **CD3 Track 21 p253**

Activity 2

- Explore the Internet with your teacher. Do the New Zealand web quest.

Activity 3

- Find out more. Investigate more outdoor activities that you can do in New Zealand. What's the most popular sport in New Zealand?

Code activity

- Complete the code activity.

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions.

Review preferences for different sports and make comparisons.

- Ask a pupil **Do you prefer (rugby) or (football)?** Prompt the pupil to give the full answer and ask **Why?** Prompt the pupil to make a comparison, e.g. *(Football) is more exciting than (rugby)*. Repeat the procedure with different pupils.

Set learning outcomes and use the talk cards.

- Say **Today we're going to investigate New Zealand.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Read Luke's questions. What do you think?

- Read the speech bubble as a class.
- Encourage the class to tell you what they know about New Zealand. Show the pupils where New Zealand is on an online world map.
- Read the questions. The pupils predict the answers.

Pupil's Book Activity 2

Read and listen. Answer Luke's questions.

► CD3 Track 20 p252

- Focus the class on the photos. Ask **What can you see in the photos?**
- The pupils read the text. If you want them to read the text without the support of the CD, set a time limit. Otherwise, play the CD, pausing after each paragraph to check understanding.
- The pupils answer Luke's questions.

Answers: 1 You can do bungee jumping. 2 You can do rafting. 3 You can do zorbing. 4 You can do sand surfing.

Think about your culture

- Read out the question and prompt different pupils to answer. Suggestions might include skiing, kayaking, snowboarding, rafting or rock climbing.

Activity Book

Activity 1

Listen and write the equipment you need.

► CD3 Track 21 p253

- Say the sports equipment as a class.
- Play the CD, pausing after the first exchange to check pupils' understanding and to allow them to write the equipment needed.
- Repeat the procedure with the other exchanges.

Answers: 1 helmet, harness, rope 2 helmet, harness 3 wetsuit, helmet, paddle, life jacket 4 surfboard, helmet

Activity 2

Explore the Internet with your teacher. Do the New Zealand web quest.

- Read out the instructions for the activity.
- Connect to a children's website (see suggested websites opposite) that provides geographical information about New Zealand. Read out questions 1–4. The pupils work as a class to find and write the answers. They should also colour the flag.
- Read out question 5. Connect to a website that shows the weather around the world. The pupils complete the information about the day's weather.

Answers: 1 two 2 Aoraki / Mount Cook 3 Wellington 4 red, white and blue

Activity 3

Find out more. Investigate more outdoor activities that you can do in New Zealand. What's the most popular sport in New Zealand?

- Tell the pupils that they are going to investigate more outdoor activities in New Zealand and find out the most popular sport.
- If you are doing the investigation as a class, go to a suitable website, e.g. Kids National Geographic, and ask the pupils to scan the information to find the answers.
- If you are working in a computer room, organise the class into small groups. The groups should go to the site and find the answer.

Answer: Rugby is the most popular sport in New Zealand.

Suggested websites

<http://maps.google.es/>
<http://kids.nationalgeographic.com>
<http://www.bbc.co.uk/weather>

Code activity

- The pupils complete the code activity.

Answer: squid

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt about New Zealand. Is it an interesting place? What can you see and do there?** Elicit the information from the pupils.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Activity Book

Page 107

Vocabulary and Grammar Practice

Answers: 1.1 gloves 1.2 mask 1.3 helmet 1.4 paddle 1.5 flippers 1.6 wetsuit

2.1 badly 2.2 loudly 2.3 well 2.4 slowly 2.5 quietly

3.1 Peter isn't going to play football after school. 3.2 Peter is going to watch TV tonight. 3.3 Peter is going to speak English tomorrow. 3.4 Peter isn't going to swim next week.

4.1 A horse runs quickly. 4.2 A seal swims well. 4.3 A bird runs badly. 4.4 A tortoise moves slowly.

6 Video and 21st Century Skills

Key Competences and Key Learning Outcomes

- Watch and listen for specific information
- Identify ways to stay safe when doing sport
- Reflect on personal safety in sports

Key language

- bungee jump, caving, gloves, goggles, harness, helmet, knee pads, life jacket, mountain biking, rafting, rock climbing, rope, skateboarding, torch, zorbing
- You must (wear a helmet). You need a (torch in the cave). What do you do to stay safe?

Materials

- Pupil's Book p69; Activity Book p67; Class CD3; Teacher's App on Navio
- Teacher's Resource Bank: Sports equipment flashcards
- Teacher's Resource Bank: Talk cards

Optional materials

- Teacher's Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Think-Pair-Share.** Review sports equipment vocabulary.
- Set learning outcomes and use the talk cards.

Activity 1

- Before you watch
- Watch the video.
- Unit 6 video
- Which of these objects do you see? Which sport uses them?

Activity 2

- Watch the video again.
- Unit 6 video
- Read and say true or false.
- Correct the false sentences.

Pupil's Book

Video and 21st Century Skills 6

Today's programme is about extreme sports. Are they safe or are they dangerous? What do you think?

1 Watch the video. Which of these objects do you see? Which sport uses them?

2 Watch the video again. Read and say true or false. Correct the false sentences.

3 Read the safety instructions. Think of three different sports for each one.

Staying safe

1 You must wear a helmet. 2 Don't do this on the road.

3 Always listen to the referee. 4 You mustn't wear shoes.

Key learning outcomes: watch and understand a video about extreme sports
Living in the world: staying safe when doing sport

Activity 3

- Read the safety instructions.
- Think of three different sports for each one.
- Go to the Activity Book

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement**
- Play a guessing game.

Activity Book

Video and 21st Century Skills 6

Staying safe

1 Look and write. Listen and check. Repeat.

warm up drink plenty of water wear knee pads
wear sun cream wear goggles follow the rules

2 Listen and complete the notes.

Safe skateboarding

1 You must always wear a _____ hat/helmet.
2 It's also a good idea to wear _____.
3 Pads protect your elbows and your _____.
4 You mustn't skate on the _____.
5 Never ride behind a _____.

3 Read and answer. Ask and answer.

1 What sports do you do? _____
2 What do you wear? _____
3 What do you do to stay safe? _____

Activity Book

Activity 1

- Look and write.
- Listen and check.
- CD3 Track 22 pXXX
- Repeat.

Activity 2

- Listen and complete the notes.
- CD3 Track 23 pXXX

Activity 3

- Read and answer.
- Ask and answer.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions.

Think-Pair-Share. Review sports equipment vocabulary.

- Ask **Can you remember the sports equipment vocabulary?** The class thinks silently for a minute.
-  Then the pupils work with a Talk Partner to name the sports equipment.
- Invite different Talk Partners to say a different item. Hold up the corresponding flashcard and prompt the class to repeat the word.
- Finally, repeat the procedure, asking different pairs of Talk Partners each time, until all the sports equipment has been named.
- Introduce the extension vocabulary *knee pads* and *goggles* which will be used in the video pages.

Set learning outcomes and use the talk cards.

- Say **Today we're going to watch a video and then ask and answer questions about extreme sports.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Before you watch

- Read the speech bubble to pupils. Ask **Which extreme sports can you name?** Elicit responses from a number of pupils. Talk about whether pupils think that these sports are safe or dangerous.

Watch the video. Which of these objects do you see? Which sport uses them?

- Watch the video intro. Ask pupils **What are you going to see next?** Check that they understand that they will see lots of short video clips about different extreme sports.
- Play the rest of the video. Ask general questions to check understanding. Focus the pupils' attention on the photos in Activity 1. Say **Which of these objects do you see in the video?** Elicit ideas.
- Play the video again for the pupils to answer the questions. Check answers as a class.

Answers: 1 skateboarding 2 rafting 3 not in video 4 rafting, rock climbing, caving, skateboarding 5 rock climbing, bungee jumping

Pupil's Book Activity 2

Watch the video again. Read and say true or false.

Correct the false sentences.

- Explain that you are going to do a true or false activity.
- Ask a pupil to read out sentence 1. Ask the class whether they think the sentence is true or false. Repeat with sentences 2–5.
- Play the video. Students work in pairs to decide whether the sentences are true or false. They correct the false sentences.

Answers: 1 F The family are going to go rafting. 2 F There are seven people in the raft. 3 T 4 T 5 T

Pupil's Book Activity 3

Read the safety instructions. Think of three different sports for each one.

- Tell pupils that in the last part of the video Chloe and Mark talk about having the correct equipment to stay safe when doing sport. Ask **What activity is Chloe going to do? (Skateboarding.) What safety equipment does she use? (Helmet, gloves, knee pads.)** Ask pupils if they can think of any other safety equipment (*goggles, elbow pads*) or safety instructions (*don't skateboard on the road*) that could be used when skateboarding.
- Explain that pupils are going to read some safety instructions and have to think of three different sports for each instruction. Read the instructions with the class and check vocabulary.
- Pupils work in pairs to think of different sports. Collate ideas on the board and see how many sports you can come up with for each safety instruction.

Activity Book

Activity 1

Look and write. Listen and check. Repeat.

► CD3 Track 22 pXXX

- Look at the words in the box and check vocabulary.
- Pupils work on their own to match the safety instructions to the pictures.
- Play the CD and check answers.

Answers: 1 wear sun cream 2 warm up 3 drink plenty of water 4 follow the rules 5 wear knee pads 6 wear goggles

Activity 2

Listen and complete the notes.

► CD3 Track 23 pXXX

- Explain to the pupils that they are going to listen to the safety rules at a skateboarding class. Ask pupils for ideas of possible rules. Read out the information. Then play the CD, pausing to allow the pupils to write the missing information.
- Play the CD again without pausing.

Answers: 1 helmet 2 gloves 3 knees 4 road 5 bike

- Ask pupils what they think the most important rule is. Can they give a reason why?

Activity 3

Read and answer. Ask and answer.

- Read out the speech bubble. Ask the three questions to one pupil (or three different pupils). Establish a model for the answers required.
- The pupils write answers to the questions about how they stay safe when doing sport.
- Organise the pupils into Talk Partners. The pupils take it in turns to ask and answer questions.

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've watched a video about extreme sports. What equipment can we use to stay safe when doing sport?** Elicit the information from the pupils.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Think of an extreme sport. Say **I'm wearing a helmet and a life jacket. I'm wearing a wetsuit. I must hold the paddle tight. What am I doing?** The pupils guess *Are you rafting?* Repeat with different sports.
- The pupils play the game in pairs.

My project 2: Treasure islands

Key Competences and Key Learning Outcomes

- Remember and learn the names of natural and man-made things on an island
- Talk about the local landscape (optional)
- Find out about an island
- Share information with your group
- Identify islands in your country

Key language

- Natural and man-made things on an island: *bay, beach, bridge, cave, cliffs, coast, island, jungle, lake, lighthouse, man-made, natural, port, pyramid, river, rocks, treasure, village, volcano, waterfall*
- Where's (Hawaii)? It's in (the Pacific Ocean). What's it like? There are (lots of beaches). There's (a jungle). It's (beautiful).*

Materials

- Pupil's Book p70; Activity Book p68; CD3
- Teacher's Resource Bank: Talk cards

Optional materials

- Teacher's Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4, 5 and 6)
- An online world map
- Computers

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Set learning outcomes and use the talk cards.

Investigate: Activity 1

- Are there any islands in your country?
- Where are they?
- How can you travel there?

Investigate: Activity 2

- Work in groups of three.
- Look at the map and make lists.
- Where's the treasure?

Activity 3

- Listen and check your lists.
- ▶ **CD3 Track 24 pXXX**
- Listen again and repeat the words.

Pupil's Book

My project 2 Lesson 1

Treasure islands

Design a treasure map and play a game.

Investigate

- Are there any islands in your country? Where are they? How can you travel there?
- Work in groups of three. Look at the map and make lists. Where's the treasure?
 - List five man-made things on the island.
 - List five natural things in the middle of the island.
 - List five natural things on the coast.

- Listen and check your lists. Listen again and repeat the words.
- Investigate an island. Make notes on page 68 in your Activity Book.

Digital tip! Use the Internet to look at photos and maps of the island. What can you see?

Saint Lucia The Big Island of Hawaii Tenerife

Key learning outcomes: remember and learn the names of natural and man-made things on an island; investigate an island Language: natural and man-made things on an island

seventy

Activity 4

- Investigate an island.
 - Make notes on page 68 in your Activity Book.
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- #### Extension
- Use the Internet to investigate the islands further.

Link to Science

- Landscapes:** Talk about the local landscape.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Activity Book

My project 2 Lesson 1

Treasure islands

Investigate

- Make notes about your island.

Name of the island: _____

Where is it? _____

What natural things can you see on the island? Tick (✓).

cliffs a beach mountains a cave rocks
 a lake a rainforest a volcano a river a waterfall
 Others: _____

What man-made things can you see on the island? Tick (✓).

a bridge a road a village a port a lighthouse
 Others: _____

Would you like to live on the island? _____

Why? _____

68 sixty-eight

Activity Book

Activity 1

- Make notes about your island.

Detailed Lesson Plan
Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions.

Set learning outcomes and use the talk cards.

- Say **Today we're going to begin another project.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.
- Focus the pupils' attention on the challenge at the top of Pupil's Book page 70. Read the text.

Investigate: Pupil's Book Activity 1

Are there any islands in your country? Where are they? How can you travel there? 

- Read out the questions to be discussed as a class. Encourage the pupils to name the islands in their country. Prompt the class to give more information by asking **Have you been to one of the islands? How did you travel there? What did you see?**

Investigate: Pupil's Book Activity 2

Work in groups of three. Look at the map and make lists. Where's the treasure? 

- Focus the class on the map of the island and ask **What can you see?**
- Read out the three tasks, check understanding and prompt the class to find examples.
- Organise the class into groups of three and ask each group to choose a scribe to write the lists in his / her notebook. Set a time limit for the groups to list items that appear on the map.
- At the end of the time, prompt different groups to read out their lists. Write the words on the board and give the pupils the names of any unknown items.

Suggested answers: Man-made things on the island: a bridge, a pyramid, a village, a port, a lighthouse
 Natural things in the middle of the island: a lake, a jungle, a volcano, a river, a waterfall
 Natural things on the coast: a bay, a beach, cliffs, a cave, rocks

Pupil's Book Activity 3

Listen and check your lists. Listen again and repeat the words.

▶ *CD3 Track 24 pXXX*

- Pupils listen and check their lists. Then they listen again and repeat the words.

Pupil's Book Activity 4

Investigate an island. Make notes on page 68 in your Activity Book.

- The pupils can do this as a whole class activity or in groups.
- Ask the pupils to describe what they can see in the photos. Point out that these islands are in different parts of the world.
- Organise the class back into their groups of three and ask them to decide which island each group member is doing to investigate.

Activity Book
Activity 1

Make notes about your island.

- Ask a pupil to read the information. Check understanding.
- If you do the investigation as a whole class activity, use an online map to explore each island in turn. You can look at satellite photos to explore the natural and man-made features of the island's landscape. The whole class can talk about what you can see, but only the pupils who have been allocated this island should make notes.
- If you have access to several computers, organise the class so that the pupils who are investigating the same island are working together. Give each group the link to the online map and ask them to make notes. <http://maps.google.es/>

Ending the lesson

Review the lesson and reflect on learning.

- Say **We've learnt about islands. Which island did you investigate? What can you remember?** Elicit the pupils' answers.
- Ask **Which was your favourite activity? Which activity was easy / difficult?**

Extra activity
Extension

- Ask the pupils to use the Internet to investigate their islands further. The pupils should find the names of the biggest town, rivers, lakes, mountains and forests.

Link to Science

- If you are studying the Science topic of **Landscapes** in English, talk about the landscape where you live. Encourage the class to identify the different natural and man-made features in their environment.

My project 2: Treasure islands

Key Competences and Key Learning Outcomes

- Remember and learn the names of natural and man-made things on an island
- Present your treasure map to other pupils and play a game
- Reflect on what you've learnt and how you've worked together
- Work together to design an island

Key language

- Recycled: man-made features on an island; natural features on an island; *behind, between, in, in front of, on, under*
- Let's (hide the treasure). I think we should (have a lighthouse). I agree. You're right. That's a good idea, but how about (having a waterfall)? Which do you prefer? I prefer (this treasure map). Is the treasure (behind the waterfall)? Yes, it is. No, it isn't.

Materials

- Pupil's Book p71; Activity Book p69
- Teacher's Resource Bank: Talk cards
- A large piece of paper or card for each group of three pupils; coloured pens and pencils

Optional materials

- Teacher's Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4, 5 and 6)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Set learning outcomes and use the talk cards.

Plan and create your project: Activity 1

- Discuss the questions.
- Write the information on page 69 in your Activity Book.
- Go to the Activity Book.

Cooperative learning

- Listen to and respect everyone's opinion.

Activity 2

- Draw your treasure map and hide your treasure.

Pupil's Book

My project 2 Lesson 2

Plan and create your project

1 Discuss the questions. Write the information on page 69 in your Activity Book.

1 What's the name of your island?

2 What natural things are on the island? Choose eight.

3 What man-made things are on the island? Choose four.

4 Where are you going to hide the treasure?

Teamwork tip! Remember! Everyone contributes in a team.

Let's call the island Terror Island.

We can have a waterfall.

Let's have a cave.

We can hide it in the jungle.

Cooperative learning Listen to and respect everyone's opinion.

2 Draw your treasure map and hide your treasure.

Present your project

3 Present your treasure map to your classmates. Play the game.

Is the treasure in the jungle? No, it isn't.

Is the treasure behind the waterfall? Yes, it is.

Think about your project Go to page 69 in your Activity Book.

Key learning outcomes: remember and learn the names of natural and man-made things on an island; investigate an island Language: natural and man-made things on an island

seventy-one

Present your project: Activity 3

- Present your treasure map to your classmates.
- Play the game.
- Think about your project
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement**
- Write a description of your island.

Activity Book

My project 2 Lesson 2

1 Make notes about your treasure map.

Name of the island: _____

Natural things on the island: _____

Man-made things on the island: _____

The treasure is: _____

Think about your project

2 **Cooperative learning** Think about your project. Read and circle.

	★	★★	★★★
1 Now we know ...	a little information about islands.	some information about islands.	a lot of information about islands.
2 Our map ...	has some natural things.	has some natural and man-made things.	has some natural and man-made things and is exciting.
3 Our classmates ...	say the game is OK.	say the game is good.	say the game is fantastic.
4 We work together ...	badly.	well.	very well.

sixty-nine

Activity Book

Activity 1

- Make notes about your treasure map.

Think about your project: Activity 2

- Think about your project.
- Read and circle.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan
Starting the lesson
Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions.

Set learning outcomes and use the talk cards.

- Say **Today we're going to continue the project.** Prompt the class to tell you what they did in the last lesson.
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.
- Highlight that the pupils will be working in small groups and prompt the class to tell you what they must do when they work in groups: *listen, take turns, respect different opinions, etc.*

Plan and create your project: Pupil's Book Activity 1
Discuss the questions. Write the information on page 69 in your Activity Book.

- Invite a pupil to read out the text. Highlight the two structures for making suggestions: *Let's ... We can ...* Encourage the pupils to use these structures to make suggestions as a class.
- Organise the class into their groups of three from the previous lesson. Explain that the pupils should work in their groups to decide on a name for their island, eight natural things on their island, four man-made things on their island, and a place to hide the treasure. They should record this information in their Activity Books.
- If pupils need more support with this activity, ask the groups to do one task at a time. Offer suggestions to help with the first task. Then move on to the second task and third task. Before the pupils do the fourth task, review the prepositions of place that the pupils know and write them on the board: *in, on, under, between, in front of, behind.*

Activity Book
Activity 1
Make notes about your treasure map.

- The pupils record their decisions about their island.


Cooperative learning
Listen to and respect everyone's opinion.

- Read out the rubric. Discuss with the class ways in which we can show respect for each other's opinions.
- Emphasise the importance of being polite and listening carefully to others.

Pupil's Book Activity 2
Draw your treasure map and hide your treasure.

- Hand out a large piece of card or paper to each group. The pupils work as a group to design their island and draw their treasure map. Tell the pupils that they mustn't draw the treasure on their map.

Present your project: Pupil's Book Activity 3
Present your treasure map to your classmates. Play the game.

- Reorganise the groups by asking two pupils in each group to stand up. Each pair should move to the next group and sit down. The treasure map should stay with the pupil who hasn't moved. Remind the pupil with the map that the location of the treasure is a secret and is written in their Activity Book.
- Focus the class on the photo and ask **What are the children doing? What can you see on the island?** Then ask three pupils to read out the speech bubbles.
- The pupil with the map shows it to the new pair and explains the different features. The pair then have ten attempts to guess where the treasure is. Invite a group to demonstrate.
- Regroup the pupils and play again. Find out how many pairs managed to find the treasure.
- If you wish, ask the class to vote on which treasure map is the best. Explain that the pupils can only vote for one treasure map and they can't vote for their own. Say the name of each map in turn and ask the pupils to raise their hands if they think that map is the best.

Think about your project

- Tell the pupils that they are now going to think about what they have achieved and evaluate how their project went. Ask the pupils to turn to page 69 in their Activity Book.

Activity Book
Activity 2: Think about your project
Read and circle.

- Explain that the pupils are now going to think about how they've worked as a group. Read out each statement and ask the pupils to circle one, two or three stars depending on their project.

Ending the lesson
Review the lesson and reflect on learning.

- Say **We've completed a project about treasure islands. Ask Would you like to live on an island?**
- Ask **Which was your favourite activity? Which activity was easy / difficult?**

Extra activity
Reinforcement

- Ask the pupils to write a short description of their island. They can do this in groups or on their own.

Date: _____

Unit: _____

1 What did my pupils learn in this unit?

2 How did my pupils work? (✓)

individually in pairs in small groups
 in large groups as a class

3 Which key competences did my pupils develop?

Competence in linguistic communication Competence in mathematics, science and technology Digital competence Learning to learn Social and civic competences Sense of initiative and entrepreneurship Cultural awareness and expression

4 Which lessons / activities were the most successful and why?

5 Which lessons / activities did my pupils find the most difficult and why?

6 What did I try in the classroom for the first time? How did it go?

7 Which resources did I find most useful? (including web pages)

8 What could I do differently next time I teach this unit?
